

## What is the Issue?

Rewards and punishments are not effective ways of handling discipline issues with students. With the rewards, are gone there is no reason to continue positive behavior.

### Basic Principles

- long-term behavioral change, not quick fixes
- rules must make sense
- be a model of what you expect
- treat students with dignity
- be effective
- responsibility is more important than obedience
- fair does not always mean equal
- dealing with student behavior is your job

Hierarchical Dimensions of Discipline with Dignity: Prevention, Action, and Resolution

# Discipline with Dignity

Created by Christine L. Busch, Kevin Lind, and Megan Pillette

## Benefits of Discipline With Dignity

Increased engagement in the classroom

Since Discipline With Dignity is focused on rationality, it helps students understand the rules.

## History of the Issue

The way that students were being disciplined were not effective. There was no long-term solution so the unwanted behaviors would resurface. There needed to be some form of change so that the unwanted behaviors stopped and students could focus on gaining knowledge and their academic performances.

Allen Mendler and Richard Curwin were nationally recognized for their book "Discipline with Dignity" in 1988. They have argued that a 'one size fits all' policy for classroom management does not work and is not fair for students.

## Relationship to Personal Philosophy Statement

- Appropriate discipline—fears
- Safe and respectful learning environment—give them a voice, students included in decision making, safe for everyone questions
- Good relationships with students and showing them that you care
- Role model
- Student based
- Understanding students and how they act and react inside and outside of the classroom

## Affect on Educators

- Makes it easier to control the class.
- Helps one to gain student's respect and trust by making them a part of their learning.
- Lowers time spent in class on disciplining students.
- Fewer students are being sent to the principals every year.
- Requires a bit more of both students and teachers time at first. (Mostly the teachers time because to introduce it they must share with the parents, administration, students, etc. to get it all working well)

## Applicable and Not Applicable Aspects

### Applicable aspects:

- Working with Colleagues and Administrators: Beneficial for all three parties as well as students.
- Equality in the classroom: Students feel a part of the classroom and feel more comfortable and safe.
- Student-Based Learning: gives them a say, making them more engaged and more apt to pay attention.
- The 12-step plan:
  - Let students know what you need and listen to what they need
  - Differentiate instruction based on student strengths
  - Listen to students thoughts and feelings
  - Use humor
  - Vary your style of instruction
  - Offer choices to student every so often
  - Refuse to excuse and more importantly do not make them yourself
  - Legitimize misbehavior you cannot stop
  - Communicate with students in many different ways
  - Be responsible of your actions and have your students do the same
  - Realize that though you may not reach every child you should at least try and act like you can
  - Make everyday a new day and a reason to start fresh

### Not Applicable Aspects:

- Sometimes students are given too much power and this makes the teacher not in control of her own classroom. This can get dangerous because students can sense this and get out of hand.
- Making exceptions in some cases one cannot always make exceptions.
- More options given results in students sometimes taking advantage of the power given to them.

## Schools of Philosophical Thought

Idealism: Idealists would use Discipline With Dignity because it highlights the fullest potential of the students.

Pragmatism: Pragmatists would use Discipline With Dignity because pragmatism is focused on the idea that things all always changing.

Realism: Realists would not use Discipline With Dignity because realists are focused on the negative potential of the students.

Existentialism: Existentialists would be against Discipline With Dignity because the theory requires teachers to predict how students will act.

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# Discipline with Dignity

Created by Christina L. Quach, Kevin Lind, and Megan Millette

Relationship to Personal Philosophy Statement

Approved discipline forms



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